



ACCESSIBILITY POLICY AND PLAN

Approved by:	Finance and General Purposes	Date: 28 March 2024
Last reviewed on:	March 2024	
Next review due by:	March 2025	

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation, the Governing Body continues to have responsibility for accessibility planning for disabled students.

This plan sets out the proposals of the Governing Body of the School to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled students can participate in the School curriculum
- Improving the environment of the School to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

The Governing Body also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that people with a disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision and they may carry out their work effectively, without barriers
- Where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- Students
- Parents
- Staff
- Governors
- External Partners

Within the terms of the Act, the term 'disability' is defined thus:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term, adverse effect on his or her ability to carry out day to day activities."

Physical and mental impairments include, but are not restricted to, sensory loss, mental illness, and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well-recognised e.g. Tourette's syndrome, ADHD, ADD, ASD etc. This therefore includes a number of students who are, or may be, on our Inclusion File.

Within the terms of this document, "curriculum" is teaching and learning, within both School time and participation in after School clubs, leisure, cultural and sporting activities and School visits.

Mission Statement

The primary objective of Heston Community School's Accessibility Policy is to safeguard the health, safety and welfare of students, staff and visitors, and to enable full access to the School and the School curriculum, including to those with disabilities.

We strive to ensure that:

- All members of the School community and visitors to the School are made to feel welcome, safe and comfortable
- All visitors are able to have a purposeful time whilst at Heston Community School
- All students are able to enjoy and achieve whilst they are here
- A sense of collective and personal responsibility for the well-being of the School Community is fostered in all its members

To achieve these aims, we undertake to:

- Encourage high expectations and high standards
- Promote tolerance and respect for all cultures represented in the School
- Provide a caring environment within which each student is valued and is able to develop to his/her full potential
- Promote within the Community, a sense of pride and commitment to the School
- Provide a curriculum and quality of teaching which fosters an enjoyment of learning and develops skills for life
- Develop in students an understanding of themselves and to enable them to become responsible citizens with a social, cultural, economic and political awareness

Our Accessibility Plan outlines:

- Procedures for identifying possible barriers to learning and assessment for individuals and groups of students
- Procedures for enabling teachers and School Staff to set suitable learning challenges
- Procedures for ensuring that teachers and School Staff respond to students' diverse learning needs
- Actions planned to address and overcome these barriers
- Time-frame for completing these actions
- Persons responsible for ensuring the actions are completed within the given time-frames.

The School has set the following priorities for the development of the vision and values that inform the plan:

- Improve accessibility to the site for disabled service users including barriers to physical access for wheelchair users
- Ensure that emergency and evacuation systems are set up to inform ALL students and staff (including those with disabilities)
- Raise awareness of disability issues with all students
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning
- Consult with disabled students, staff and parents to determine their priorities for the School with regards to disability equality over the next three years
- Give a positive portrayal of people with disabilities
- Improve student and parent access to written information

Our Accessibility Plan should be read in conjunction with:

- Heston Community School SEND and Inclusion Policy, SEND Offer and Information Report
- Heston Community School Behaviour for Learning Policy

Involvement and Consultation

It is a requirement that disabled students, Staff and those using School services should be involved in the production of the Accessibility Plan.

To determine their priorities **concerning** disability equality, the School has set the following priorities in respect of consultation on the plan:

- Student Voice – Student questionnaires and wider issues will be discussed with the students
- Individuals – parents of students with SEND and identified disabilities will be canvassed for their views as part of the Inclusion Support Plan and Annual Review process
- Outside Agency advice

Monitoring and Reporting

To meet our Duty, it is essential that aspects of School life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

At Heston Community School the achievement of students by disability will be monitored by the **Senior Leaders** responsible for Monitoring, Assessment and Reporting. Reports will be made to the Senior Leadership Team and Governing Body.

The School has set the following priorities for the development of information and data to support the School's Accessibility Plan:

- Track the progress and attainment of disabled children and young people through the Data Harvests
- Reflect the talents of disabled students and celebrate their success
- Give all students, including disabled students, equal access to Sport, Music and Drama, teams, School plays, School Council
- Monitor instances of bullying and harassment of disabled students and staff through analysis of behaviour data and use this information to improve services
- Inform staff of these procedures and their outcomes
- Disseminate information on students with disabilities through the Staff Shared Area, SIMS databases, Inclusion File and Provision Mapping

Increasing Access to the Curriculum

The School has set the following priorities for the increasing the extent to which disabled students can participate in the School curriculum:

- Recognising and removing barriers to learning
- Increasing awareness of technology and practices available for meeting the needs of disabled students
- Promoting high expectation and full participation of all students

- Improve access to resources and the physical environment within classrooms
- Improve quality of access to visual materials within classroom for all students including those with Visual Impairment
- Increase the range of activities available within lessons for all students in order to raise achievement and give all students the opportunity to experience success
- Give all students, including disabled students, equal access to Sport, Drama, teams, School plays, and School Council

Improving the School Environment

Heston Community School is an amalgamation of several buildings, which have been constructed as the School has grown.

- New additions to the School meet disability requirements. For example, there is step free access, wide doors, disabled toilets, lifts and changing areas, general circulation space is wide and lighting is bright
- Our Inclusion and Welfare Area has step free access
- All buildings have good access for disabled users and the ground floor of the Sutton Building is accessible via alternative routes. Main Reception has step free access
- The second floor of Sutton Extension Building where some Maths lessons are based does not have lift access. However, lessons could be timetabled elsewhere for a student or member of staff with certain disabilities
- All staircases and ramps have railings and yellow line marking on curb edges. Crossing areas in the School have textured paving for the visually impaired.

Improving the delivery of information to disabled students (and parent/carers)

Our aim is to ensure that Students, Parents, Carers, Staff and Visitors have access to the information that they need, with due regard to confidentiality. The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

Information on the School website can be requested in written form by contacting the School reception.

We will continue to:

- Provide written materials in alternative formats as requested
- Provide School documents with the wording "If you require a large print copy of this document please contact the School"
- Produce better visual documents where required, for example, a visual timetable
- Differentiate materials as required for an individual user

Additional

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. We currently hire out our Sports Hall facilities, Assembly Hall, Classrooms, Gymnasium, Astro Turf, Field and Dining Hall. All are fully accessible for those with disabilities including step free access, lifts, changing areas and toilets.

Where Heston Community School has been advised of specific disabilities, every effort will be made to meet the needs of Parents and Carers through individual liaison between Learning Coordinators and those Parents/Carers.

School Staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. Heston Community School will ensure that this is understood by transport companies it uses. This will be the responsibility of the member of School staff making the booking.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the School will address the priorities identified in the plan.



Accessibility Action Plan

Aims

- a) To increase the involvement of those with specific needs in deciding action that impacts upon them.
- b) To increase access for those with a specific need to the physical environment of the School, the curriculum and ensure equality in regards to access to information.
- c) To evaluate and report to parents/carers on the success of the Action Plan in meeting its targets.

Action	Review of What has been done	Potential Future Actions	Review
Increase access to the curriculum by: <u>Lead Persons</u> RKY /IHA + MOH & LCR	Continuing with the work on Academic Literacy outlined in the School Development Plan Post-16 Induction introduces students to the importance of developing their academic language skills It has focused on developing academic language, critical thinking and knowledge of current affairs Attendance at the Super Learning Day sessions was high Post-16 lesson observations and Work Analysis evidence the development of subject-specific literacy as a real strength or well developed across as witnessed by current data	Use of Survey Monkey to use Student Voice to support with the evaluation and development of our Academic Literacy Programme [Induction, tutor time activities and SLDs] To monitor attendance and create log of specific support individual students have had to develop their Academic Literacy Use of the Teaching and Learning Dashboard [via Perspective] to evidence the WWWs and TPFs Teaching of, and marking of Literacy, through analysis of: Lesson Observations; Work Analysis' and Learning Walks	Analysed on a regular basis using Statement and Reviews COMPLETE

Action	Review of What has been done	Potential Future Actions	Review
<p>Increase access to the curriculum for SEN and HIU students by:</p> <p><u>Lead Person</u> MOH & LCR</p>	<p>EHCP students given priority. Access to curriculum is improved for HI and SEN students using visuals and videos through individual iPads or tablets. TAs breakdown lesson in to manageable aims support with BSL signer or SEN support. PowerPoint presentations are issued ahead of class time for TAs and students to adapt. Short pre-prepared summaries are available for SEN and HIU students Continue the effective deployment of Teaching Assistants and withdrawal classes in the 'Bubble' to enhance accessibility Lexia and MathsWhiz programmes for Year 7 & 8 students and BSKB for Year 9-11 for those needing a little support.</p>		COMPLETE
<p>Increase access to the physical environment by:</p> <p><u>Lead Persons</u> MOH & LCR/KAU/SDA/DJO</p>	<p>Continue to assess what is needed in the physical environment - especially with regard to Hearing and Visual Impairment Annual review of needs of visually impaired students in terms of the School building Repainting of yellow lines for visually impaired and regular assessment of ramps Individual Risk Assessments for students who have mobility needs or who may need an Evacuation Chair during a Fire Evacuation Annual site-walk with MOH & LCR to view the buildings and grounds from a different perspective Flashing light for the fire alarm indicating a fire evacuation Lockers distributed to those with physical disabilities to facilitate storage of books and personal items Use of lifts when needed</p>	Additional painting of curbstones on commonly used routes needed.	Completed 2024 Continued monitoring until March 2025

Action	Review of What has been done	Potential Future Actions	Review
<p>Increase access to written materials by:</p> <p><u>Lead Person</u> KAU</p>	<p>Ensuring that students with Hearing Impairment have access to video resources by transcript and access curriculum by having written materials in advance of lessons so that they can be absorbed and learnt</p> <p>Videos on BBC website are used with subtitles</p> <p>Short, pre-prepared summaries are written to aid understanding</p> <p>Enlarging text and preparation of lesson to assist in class</p>	<p>Still in progress</p> <p>Store videos and create a database of videos which have been correctly categorised</p> <p>Improve access to videos addressing issue of poor subtitling</p> <p>Look into issue of signing too fast on videos for the HI students</p> <p>Explore consistency of approach among all teachers to improve access to written materials</p> <p>Explore how supply teachers are made aware of the needs of HIU and SEN students in class</p>	COMPLETE
<p>Agree and formalise systematic procedures that collect views of reasonable adjustments by students with a disability, their parent/carers and advocates</p> <p><u>Lead Person</u> MOH & LCR</p>	<p>Views are discussed and new plans derived on a regular basis</p> <p>Annual reviews are conducted with all stakeholders</p> <p>Academic Mentoring Day is used to inform and plan the next steps.</p> <p>Inclusion file, diaries and planners</p> <p>SEN and Deaf awareness training for all staff and new staff</p> <p>Individual ISPs for most affected students.</p> <p>Regular contact by telephone with parents, messages in diaries.</p> <p>Annual questionnaires to gather feedback from parents, students and staff.</p> <p>Keyworker sessions.</p> <p>Student 1 to 1 meetings</p> <p>HIU meeting with teachers at each Data Harvest</p>		COMPLETE
<p>Agree to formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extra-curricular activities</p> <p><u>Lead Persons</u> MOH & LCR</p>	<p>Paper work to formally request student change of rooms & timetable has been reviewed and procedures publicised in weekly Headteacher's Bulletin</p> <p>Bi-annual Student Reviews take place in Multi-professional meetings which provide the key stimulus for family requests for reasonable adjustments and staff to review student needs</p> <p>Feedback collected from various conversations with parents, students and borough advisors.</p> <p>Role models are provided e.g. ex-students and Sixth Formers.</p>	<p>Review the need to alter procedures at the beginning of the year and publicise the mechanism by which adjustments are both discussed and actioned</p> <p>Formalise meetings with Business Manager during the budget process to ensure the finance is available for those who may need to access external courses or other resources.</p>	<p>Completed 2024</p> <p>Continued monitoring until March 2025</p>

Action	Review of What has been done	Potential Future Actions	Review
<p>Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Governors</p> <p><u>Lead Persons</u> MOH & LCR</p>	Meeting to discuss the plan and its impact		March 2023
<p>Agree process to publish annual reports to parents/carers on the success of the Action Plan in reducing discrimination and identifying further targets</p> <p><u>Lead Persons</u> MOH & LCR/SDA</p>	<p>Annual Meeting between SDA & MOH & LCR to discuss the plan and its impact</p> <p>Review and Assessment of measures in place and effectiveness</p>		March 2023
<p>Continue to make improvements to lift maintenance, installing ramps, lowering curbs, ensuring bannister rails are appropriate, kerbs and trip hazards are clearly highlighted and lighting is changed where appropriate as part of a rolling programme in the School</p> <p><u>Lead Persons</u> DJO/SDA/MOH & LCR</p>	<p>Risk assessments are completed for any physical challenges specific students may face</p> <p>If any changes occur reported to Health and Safety Committee</p>	DJO is completing these Risk Assessments- these are visual checks only	<p>Completed 2024</p> <p>Continued monitoring until March 2025</p>